
2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Ms. Marjorie Sherman

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Old Greenwich School

(As it should appear in the official records)

School Mailing Address 285 Sound Beach Avenue

(If address is P.O. Box, also include street address)

Old Greenwich, CT

City

State

06870-1693

Zip Code+4 (9 digits total)

Tel. (203) 637-0150Fax (203) 637-4666Website/URL http://www.greenwichschools.org/ogs/

E-mail

Marjorie_Sherman@greenwich.k12.ct.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Larry Leverett

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Greenwich Public SchoolsTel. (203) 625-7425

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Sandra Waters

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

11	Elementary schools
3	Middle schools
	Junior high schools
1	High schools
	Other (Briefly explain)
15 TOTAL	

2. District Per Pupil Expenditure: \$12,725
 Average State Per Pupil Expenditure: \$9,663

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[]	Urban or large central city
[]	Suburban school with characteristics typical of an urban area
[x]	Suburban
[]	Small city or town in a rural area
[]	Rural

4. 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	34	47	81		7			
1	35	23	58		8			
2	39	37	76		9			
3	35	36	71		10			
4	41	36	77		11			
5	29	29	58		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →								421

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>91</u> % White |
| <u>1</u> % Black or African American |
| <u>5</u> % Hispanic or Latino |
| <u>3</u> % Asian/Pacific Islander |
| <u>-</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 4.9 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	21
(4)	Total number of students in the school as of October 1	421
(5)	Subtotal in row (3) divided by total in row (4)	.0498
(6)	Amount in row (5) multiplied by 100	4.99

8. Limited English Proficient students in the school: 5 %
21 Total Number Limited English Proficient

Number of languages represented: : 6

Specify languages:

Japanese, Spanish, Swedish, Norwegian, French, Portuguese

9. Students eligible for free/reduced-priced meals: .2 %

1 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 5.7 %
24 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>4</u>	Autism	<u>-</u>	Orthopedic Impairment
<u>-</u>	Deafness	<u>2</u>	Other Health Impaired
<u>-</u>	Deaf-Blindness	<u>14</u>	Specific Learning Disability
<u>-</u>	Hearing Impairment	<u>3</u>	Speech or Language Impairment
<u>-</u>	Mental Retardation	<u>-</u>	Traumatic Brain Injury
<u>1</u>	Multiple Disabilities	<u>-</u>	Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>-</u>
Classroom teachers	<u>22</u>	<u>-</u>
Special resource teachers/specialists	<u>11</u>	<u>9</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff	<u>7</u>	<u>6</u>
Total number	<u>49</u>	<u>16</u>

12. Average school student-“classroom teacher” ratio: 19
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97	96.7	97.9	96.1	98
Daily teacher attendance	94	92.1	92	94.4	92
Teacher turnover rate	23.8	41.9	10.5	36.6	26.3
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

Part III Summary

In 2002, Old Greenwich School celebrated its one-hundredth year as a landmark in the community of Old Greenwich, Connecticut. Built in 1902, it was originally the Sound Beach School and enrolled students in kindergarten through grade eight. Over 90% of today's students live within walking distance of the school, which is located in the heart of the village's business district. Old Greenwich School has 421 students in pre-kindergarten through grade five and nearly all incoming kindergartners have had preschool experience. Our students reflect the diversity of our community, with 10% of students coming from Japan, Spain, Australia, Mexico, Brazil, France, Chile, Norway, and Sweden.

Our mission is to educate students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative and responsible members of society. To this end, our curriculum and instructional methods are designed to provide each student with the appropriate supports and challenges. We are successful in doing this thanks to a remarkably supportive parent community and district administration, which allow us to harness the combined resources of home and school toward a common goal of educational excellence.

On the academic front, we provide services for students who need support in reading and for those non-native English speakers. Our *Advanced Learning Program* accommodates students who are ready for an advanced curriculum in reading and mathematics, while *Special Education* services are in place to meet the needs of children who require instruction which is designed to meet their learning needs. Notable among our Special Education programs is an *Inclusion* program that keeps our neediest children in the regular classroom with an assigned teaching aide. We offer excellent programs in music (complete with chorus, band and orchestra), art and physical education. Our media center contains over 18,000 volumes and a state-of-the-art Computer Lab in which computer technology is taught.

In the support services arena, a social worker, psychologist, speech pathologist, occupational therapist, and physical therapist are on staff and available to work with children requiring their services. Overall our student population is one that understands appropriate rules of conduct. Our students respect adults and their peers. Close contact and communication between school and home ensures that children receive similar and mutually reinforcing messages on conduct and behavior.

An exceptionally active and generous PTA brings to our school many and varied programs that provide both cultural enrichment and support our curriculum objectives. These are researched and selected by a committee of parents and teachers and fully financed by the PTA. In recent years we have held assemblies on *Ruby Bridges*, *Rosa Parks*, and *Immigration*. We have hosted talented musicians who impersonated famous (and long-dead) *composers*, enjoyed a *Native American Day* and an *International Day* complete with a sampling of traditional foods. We have visited the *Symphony* and hosted the *National Circus Project* and developed an ongoing teaching relationship with New York's *Pascal Rioult Dance Troupe*. Parents are frequent invited visitors to our classrooms and a presence throughout the school building in various volunteer capacities.

As a staff, we are encouraged to seek ongoing professional growth and are supported in our efforts to reflect on our practice and innovate. Here again our parent community, through the PTA, plays a vital role in providing opportunities for professional development which energize our efforts as teachers. We keep abreast of current research and regularly collaborate with colleagues within our school and district.

In 2000, Old Greenwich School had grown to an uncomfortable size and a redistricting of students took place. The former principal established a magnet school in town and over the next couple of years several of the school's staff chose to follow him to his new school. This explains the high staff turnover that we endured in those years.

We believe we owe our successes to a curriculum that sets high academic standards and provides the supports students need to meet these standards, a highly trained and dedicated staff, a parent community supportive of our work, and a respectful school environment that is conducive to learning.

Part IV: Indicators of Academic Success

1. Narrative describing the meaning of the data and results (please refer to the data tables in the appendices)

The Connecticut Mastery Test (CMT) is a criterion-referenced test administered by the State of Connecticut. The CMT assesses student performance on a broad range of skills and concepts in the areas of mathematics, reading and writing. The mathematics subtest consists of 18 concept strands including place value, basic facts, computation, estimation, problem solving, measurement, probability, and geometry. The Reading sub-test is composed of a reading comprehension section, which assesses students' ability to form an initial understanding, develop an interpretation and take a critical stance. This subtest also includes a Degrees of Reading Power (DRP) section. The CMT is administered annually in the fall of grades 4 and 6; therefore measures what is expected to be taught and learned by students at the end of grades 3 and 5.

The CMT and other assessment tools are evaluated by our School Improvement Team to assess progress towards the goals outlined in the School Improvement Plan. Similar to the state goals, our goals include increasing academic achievement in reading, math and writing.

The State of Connecticut reports student performance on the CMT in five achievement bands. These represent below basic, basic, proficient, mastery, and advanced performance. It should be noted that the goal of mastery level or higher set by the State of Connecticut and the Greenwich Public Schools represents a significantly higher standard of achievement than the benchmarks required under the federal legislation which is set at the proficient level of performance. Consistent with the Greenwich Public Schools vision to set the standard for excellence in public education, the staff at Old Greenwich School strives to reach these higher goals.

Looking at our students' scores on the CMT over the last three years, the following is evident about Old Greenwich students' **reading achievement**:

- 92% or better of Old Greenwich grade four students scored in the proficient range or higher compared to 69% of students tested statewide.
- Our 6th grade test results show the percentage of students at or above the higher Connecticut State goal increased when compared to their 4th grade performance.
- Although a direct comparison would not be valid between the 2nd and 3rd Generation Connecticut Mastery Tests, it is significant to note that only 73% of the 4th graders tested in 1993 met the higher Connecticut State reading goal, while currently 86% of Old Greenwich students achieve that high academic standard.

Looking at our students' scores on the CMT over the last three years, the following is evident about Old Greenwich students' **mathematics achievement**:

- 94% or better of Old Greenwich 4th grade students scored in the proficient or higher range compared to 81% of students statewide.
- Old Greenwich has achieved a continuous steady upward trend as the percentage of students at or above the higher Connecticut State goal increased to 94%.
 - Although a direct comparison would not be valid between the 2nd and 3rd Generation Connecticut Mastery Tests, it is significant to note that only 79% of the 4th graders tested in 1993 met the higher Connecticut State math goal, while currently 93.5% of Old Greenwich students achieve that high academic standard.

2. How we use assessment data to improve student and school performance

The cornerstone of our data analysis process is a group of volunteers made up of parents and staff known as the *School Improvement Team (SIT)*. In weekly sessions that typically run from December to April, they evaluate and interpret test results to identify academic areas of apparent strength and weakness at our school. Based on their findings, the School Improvement Team establishes goals and areas of focus for the following year.

Once goals have been established, teachers and administrators develop action plans designed to reach these goals. The action plans identify the new objectives and designate the persons responsible for doing the required work and obtaining the necessary materials. In addition, they identify any and all staff development needs and guide the staff development plan.

We recognize that in order to have the greatest impact on student performance, our work must be focused.

We therefore limit the number of goals we identify and make multi-year plans to achieve them. For example, in evaluating our performance in writing, the team recognized that we had a number of students who were not achieving at a level commensurate with their abilities. Consistent with our vision of setting the standard for excellence in public education, we developed and implemented a comprehensive plan to address systemic issues in writing and achieve even higher performance standards. In 2000-01 we set specific, measurable goals in writing and developed action plans with specific methods and targets to increase achievement. Our students' performance in writing has borne the fruit of that effort with 99% of our students now proficient or better on the CMT.

In seeking to accomplish our mission of educating all students to their highest level of academic potential, teachers and specialists review CMT scores and district assessments to pinpoint areas of weakness for each student and adjust instruction accordingly. Following analysis and brainstorming sessions, classroom teachers, specialists and the administration develop an intervention plan for every child who is not performing to their potential. The team-review aspect of our system is critical to its success as it creates an environment where every child's progress is carefully reviewed and monitored. Many of the plans are long-term and some are short-term, but in either case, their implementation is closely monitored.

3. How we communicate student performance

At Old Greenwich School we communicate student performance in a variety of ways. We send standardized test results directly to parents. Following the distribution of test results, our principal invites specialists and district experts to make a presentation and answer questions to help parents interpret the data. Parents have the opportunity to review their child's results with the administrators with the support of the district curriculum coordinators and Research and Evaluation Specialist. The school also hosts grade level parent meetings and class coffees to invite further discussion and gather parental feedback. An evening session is held to accommodate working parents understand and interpret the test results. In addition, we provide a wealth of printed material explaining different aspects of the assessment process and our administrators and teachers make themselves available for personal conferences with parents to assist in interpreting the data.

Our school district publishes standardized test data on its web site and at Board of Education meetings. The school's *School Improvement Team* report, which outlines our school's performance and identifies areas for improvement, is also available to parents and community members.

At Old Greenwich School we keep in close communication with parents. We make ourselves available to parents via electronic mail and through a written communication record for each student. We host an Open House in the fall, and hold two formal parent conferences at report card times to explain specific student performance results. Student work is sent home regularly and all classroom teachers write a

weekly (in the lower grades) or monthly (in the upper grades) newsletter for parents. Most issues are addressed and generally solved, through informal, ongoing communication. We also provide students with information on their performance on a daily basis. Their work is evaluated and returned to them with comments both written and oral. We encourage students to come to us for additional help and have found that they feel comfortable doing so.

4. How we will share our successes with others.

At Old Greenwich School, our vision is to set the standard for excellence in public education. We strive to educate all our students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative and responsible members of society. Should we be named a Blue Ribbon School, we would be thrilled and proud to share what we know, as we realize how much of our success is due to what we have learned from others.

Opening our doors to visiting educators will be one of the ways we would like to share our practices, as nothing can really replace first-hand classroom experiences. Additionally, we foresee making full use of our Internet capabilities to make ourselves available to educators far and wide who might want to contact us.

Already within our district, we have developed ongoing learning relationships with other schools. We have a collegial partnership with a sister school with whom we share a staff member. This partnership has included shared in-service sessions and joint strategizing for assessment and use of assessment data. We look forward to continuing this valuable relationship and to developing similar relationships with other area schools.

Our staff have been speakers and presenters at district-wide in-service meetings as well as at district-wide grade level trainings. We established the model for training in the use of the Developmental Reading Assessment in Greenwich. Several of our faculty members have been invited speakers and presenters at regional and state conferences. We are continually improving our own practices and sharing our practices with other schools. We will continue to serve as trainers and presenters at district, regional and state sessions.

Part V: Curriculum

1. The School's Curriculum

Old Greenwich School offers comprehensive instruction in language arts, mathematics, social studies, science, art, music, physical education, and library media/technology. These curricula are aligned with state and national standards and reflect our district's commitment to fostering continuous improvement in student achievement. Teachers work collaboratively at grade levels and across grade levels developing effective instructional strategies to implement the goals and objectives of each content area.

Our language arts curriculum is a comprehensive literacy program that emphasizes reading and writing. The reading program includes strategy instruction designed to integrate meaning-making skills and word identification skills. The writing program focuses on the qualities of good writing and fundamental grammar and mechanics skills. Students are given authentic reading and writing experiences. Under the umbrellas of *reading and writing workshop*, teachers meet student needs through whole class, small group and individual instruction.

Our mathematics curriculum is designed to develop in children an understanding of mathematical concepts, accurate computation and then to combine the two to solve mathematical problems. Students learn that there are multiple strategies to solving math problems and are encouraged to work together to develop and experiment with these strategies.

Our social studies curriculum provides children with opportunities to explore their world. In the primary grades this exploration focuses on their class, school and community. As they enter the intermediate grades, our students move beyond their immediate community and learn how the past influences the present, how communities organize politically and economically and how to fully participate as citizens.

Our science curriculum focuses on understanding fundamental science concepts while emphasizing careful observation, formulating hypotheses, recording data, developing reasoning and questioning skills and writing conclusions. All students use technologies to further their understanding of modern science.

As part of the library media and technology curriculum, students receive instruction in literature appreciation, study and research skills, and computer technology applications. Students in the intermediate grades produce a resource-based project integrating classroom and media center instruction.

Our physical education curriculum emphasizes the development and maintenance of physical fitness. By taking part in team, individual and recreational sports, children develop the skills to participate in lifetime recreational activities.

Our arts curriculum includes visual arts and music. By creating works of art, students develop and broaden skills in painting, drawing, ceramics, design, and printmaking. Art projects are often integrated with other areas of study. In music, students learn to read music, create music, sing, and play musical instruments. Starting in third grade students can receive instruction in strings, while in fourth grade they can learn a wind or percussion instrument. Fourth and fifth grade students may join the school chorus and/or the school band. The band performs at opening ceremonies each year and in the Memorial Day Parade. The chorus sings in the Old Greenwich Village during the winter holiday season. Throughout the year, assemblies, concerts and performance opportunities showcase our students' achievements.

Since 1999, the district has been engaged in a systematic curriculum review designed to provide all students with a clearly articulated, sequential, and rigorous curriculum. A review of major subjects takes place every five years, while other subjects, i.e. music, art, physical education and health, media and technology and the Advanced Learning Program are reviewed every seven years.

Curriculum review in our district is thorough and includes an analysis of data on existing programs, an examination of *best practices* in high achieving districts, the consideration of state and national standards and the administration of surveys to parents, teachers and students. Teachers and program coordinators revise and develop curriculum objectives, develop assessments and recommend materials to the Board of Education.

2. Reading Curriculum

Our school is committed to a comprehensive literacy program which emphasizes both reading and writing. We focus on phonemic awareness, phonics, vocabulary development, fluency, and comprehension and strongly encourage students to engage in authentic uses of reading and writing in everyday activities. Beginning in kindergarten, we engage in on-going evaluation of all students to assess their individual strengths and weaknesses and to target instruction appropriately. Critical to our instructional program are running records, anecdotal notes, performance-based assessment tasks as well as criterion-based assessments.

Daily reading lessons include specific instruction in strategies that integrate student use of both meaning-making skills and word identification skills. Students meet with teachers for whole group lessons, small group guided reading sessions, and individual conferences. Students move from explicit, direct instruction in reading skills and strategies through a carefully framed continuum into independent use of those competencies. Students requiring additional reading assistance are seen in small groups by the specialists in the building. In addition to their work with children, these specialists confer with teachers to increase and hone their instructional strategies to better meet the needs of all children.

Teachers employ a range of instructional methods, including shared reading, guided reading, literature circles, guided inquiry, direct instruction, and individual conferring. Students' needs are met through flexible grouping throughout the day as well as through individual conferences when appropriate. Our core practice, beginning in kindergarten, is one of guided reading groups to help students through increasingly challenging texts and provide instruction in specific areas of decoding, vocabulary development, fluency, and comprehension.

Old Greenwich School has embraced this approach to reading instruction because research in reading repeatedly demonstrates that no one single instructional approach is successful with all children at all times. We believe that we must meet the individual needs of all of our students and our pursuit of excellence demands that we employ a flexible, reflective approach.

3. Writing Curriculum

For the past three years we have made a dedicated and focused school-wide effort to improve the teaching of writing at Old Greenwich School. Our *School Improvement Team* identified writing as an area needing improvement in 2001 and we are very pleased with the results we are starting to see in this academic area.

The writing program at Old Greenwich School is based on research that shows that students learn to write by being taught the qualities of good writing and by having consistent opportunities to write. At Old Greenwich School students identify their own writing topics by paying close attention to the world around them and learn that most good stories are found in the small moments of everyday life.

Teachers use mentor texts to teach craft strategies and guide students to use the modeled techniques in their writing. Students learn that there are many forms of writing and engage in a number of genre studies. The teachers at Old Greenwich School have developed year-long writing plans for each grade which divide the year into several units of study typically lasting six to eight weeks. For each unit, specific skills and strategies, student work-product and the materials (literature and professional books) to support the work of the study have been identified. Each plan is comprehensive and includes units on personal narrative, poetry, non-fiction, craft and revision as well as instruction on responding to writing prompt.

In developing the writing units of study, teachers recognized that the qualities of good writing are constant and therefore strategies introduced in one unit can be reinforced and practiced in subsequent ones. We are beginning to focus on assessing writing and teaching the children to evaluate their own writing. We rely on the state rubric to evaluate prompt writing and are developing other forms of assessment to evaluate the other writing children do.

The district's indicator of success in writing is for 82% of fourth graders to achieve at the mastery level set on the CMT writing subtest. We are pleased to report that last year 90% of our fourth graders reached this high academic standard while 99% of our students demonstrated proficiency on the CMT. This is a dramatic increase from 88% performing proficiently in 2001.

4. Instructional Methods

At Old Greenwich School we use a variety of instructional methods designed to meet both the individual needs of our learners as well as those of the class as a whole. Instruction is provided in whole group, small group and individual settings. Students work independently as well as in cooperative groups. Their independent work represents an opportunity to practice the skills they have learned with their teacher in a group setting. The cooperative group work is carefully structured and provides students the opportunity to share ideas and learn from each other. The key to our instructional successes has been a focus on meeting the individual needs of each student and on a careful progression from explicit instruction to independent practice. As part of this progression, teachers model for students, guide students' practice

with the appropriate supports and give students opportunities to independently use the skills and concepts they have been taught. On-going assessments enable our teachers to differentiate their teaching and to ensure that what they teach and how they teach it are appropriate for the needs of the students in their classes.

Old Greenwich students engage in inquiry in both science and mathematics. They explore, experiment and engage in the scientific method. Reading and writing instruction includes mini-lessons that address the needs of the class; small group instruction based on common needs and individual conferences.

We provide specialized assistance in all grades for students requiring special education services. To the extent the child with special needs is able, we provide services in the classroom. When a student's needs require taking him or her out of class for direct support, we give instruction in a classroom dedicated to that purpose. In addition, we provide reading assistance to students who are found to be at risk in that area. Here again, students may be pulled out of class for this service or the specialist may join the classroom environment to provide it. This determination is driven by the individual needs of the child.

5. Professional Development Program

Old Greenwich School has on staff a professional development coach, a half-time position that provides leadership and support in professional development at our school. Under the leadership of the administration, the *School Improvement Team* and the professional development coach, a cohesive and focused plan is developed to bring to our staff as many coordinated opportunities for professional development as we can afford.

Professional development at Old Greenwich School consists of three major activities. The first involves release days for teachers to work with the coach, building reading consultant, and outside experts on topics directly related to the *School Improvement Team* goals. Teachers learn together, plan together and bring what they learned into their classrooms in a fully supported environment. It is the coordination of these development efforts that make them so powerful and effective in impacting specifically those areas that we have identified as needing attention.

Secondly, the district provides two full days and four after-school sessions each year for professional development focused around specific curriculum areas which support the core experience provided to all Greenwich Public School students. District curriculum leaders, outside consultants or highly skilled practitioners within the district often facilitate these sessions. These are valuable opportunities for our teachers to work with the other many talented teachers within the Greenwich Public School District.

Thirdly, each teacher is asked to develop a personal plan for professional development, which is in line with school and district goals and focuses on specific student learning. Teachers strive to answer specific action-research questions regarding academic achievement and examine and document how certain specific instructional strategies affect student learning. Within this personalized plan, our faculty select professional conferences and other activities which will further their professional effectiveness.

We believe the success of the instructional programs in place at Old Greenwich School is directly related to the connection between assessment data and the resulting plans for professional development. As a school community we understand that the most effective teacher is one who is supported, well informed, energized and professionally challenged. To that end we strive to provide professional development opportunities that are cohesive and that occur consistently throughout the school year.

Appendix 1

Old Greenwich School Grade 4 CMT Scores

MATHEMATICS

	2002-2003		2001-2002		2000-2001	
Percentage of Students Performing...	Old Greenwich	State	Old Greenwich	State	Old Greenwich	State
At or Above Basic	99	90	100	91	100	92
At or Above Proficient	99	80	94	82	97	82
At or Above Mastery	94	60	88	62	89	60
At or Above Advanced	34	21	32	21	52	18
Number Tested	77	42820	62	42813	62	41474
Percentage Tested	100	97	97	96	97	94
Percentage Exempt	0	1	2	1	3	2

Note: Old Greenwich School does not have a sufficient number of students in any subgroup for reporting purposes.

Grades Administered: Fourth

Test: Connecticut Mastery Test

Edition/Publication Year: 2000-2001 – Form L – 2000
2001-2002 – Form M – 2001
2002-2003 – Form M – 2002

Publisher: Harcourt Educational Measurement

Groups excluded and why: All grade levels except fourth grade were excluded. The reason is that the state of Connecticut requires the Connecticut Mastery Test administration at Grades 4, 6, 8, and 10. Other grade levels are assessed using district formative and summative assessments.

Appendix 2

Old Greenwich School Grade 4 CMT Scores

READING

	2002-2003		2001-2002		2000-2001	
Percentage of Students Performing...	Old Greenwich	State	Old Greenwich	State	Old Greenwich	State
At or Above Basic	99	79	95	80	97	80
At or Above Proficient	96	69	92	71	94	70
At or Above Mastery	86	56	82	58	91	56
At or Above Advanced	39	19	33	20	60	21
Number Tested	77	42599	63	42374	62	41073
Percentage Tested	100	96	98	95	97	93
Percentage Exempt	0	1	2	1	3	2

Note: Old Greenwich School does not have a sufficient number of students in any subgroup for reporting purposes.

Grades Administered: Fourth

Test: Connecticut Mastery Test

Edition/Publication Year: 2000-2001 – Form L – 2000
2001-2002 – Form M – 2001
2002-2003 – Form M – 2002

Publisher: Harcourt Educational Measurement

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